


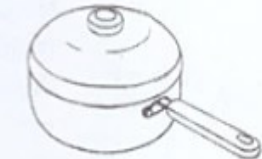


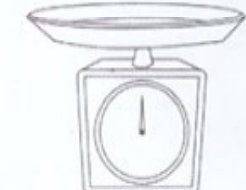
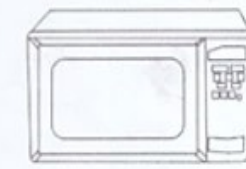






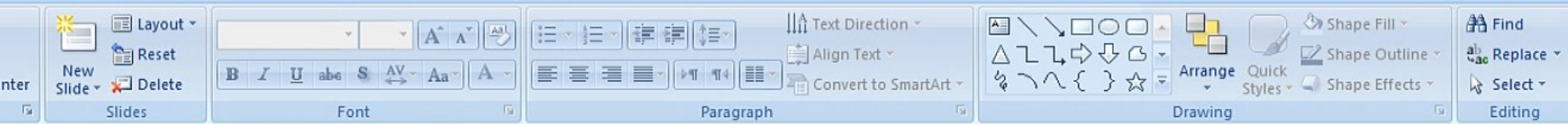


## Lessons 1-2 In the kitchen

**1** Complete the words.

<p>1 d<u>I</u>sh w<u>a</u>s<u>h</u>e<u>r</u></p> <p>2 o<u>V</u>__e_n</p> <p>3 t<u>E</u>a p<u>o</u>t</p> <p>4 s<u>A</u>u<u>c</u>e p<u>a</u>n</p> <p>5 fr<u>I</u>d<u>g</u>e</p> <p>6 fr<u>e</u>e<u>z</u>e<u>r</u></p> <p>7 s<u>c</u>a<u>l</u>e<u>s</u></p> <p>8 m<u>I</u>c<u>r</u>o<u>w</u>a<u>r</u>e</p> <p>9 i<u>r</u>o_n</p> <p>10 c<u>O</u>f<u>f</u>e<u>e</u> m<u>a</u>c<u>h</u>I<u>n</u>e</p> <p>11 w<u>a</u>s<u>h</u>I<u>n</u>g m<u>a</u>c<u>h</u>I<u>n</u>e</p> <p>12 t<u>I</u>n o<u>p</u>e<u>n</u>e<u>r</u></p> <p>13 f<u>r</u>y<u>I</u>n<u>g</u> p<u>a</u>n</p> <p>14 f<u>I</u>r<u>e</u> e<u>x</u>t<u>I</u>n<u>g</u>u<u>I</u>s<u>h</u>e<u>r</u></p>	             
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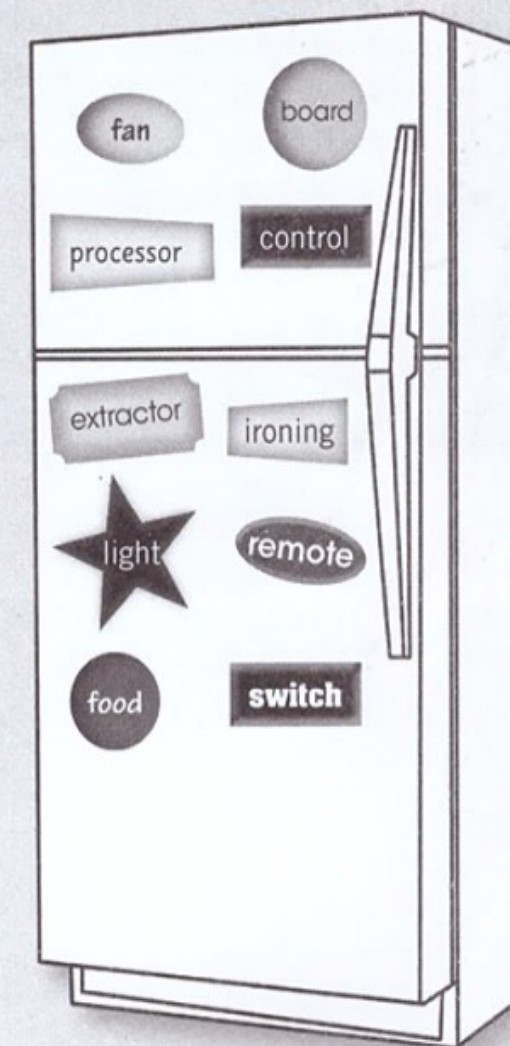
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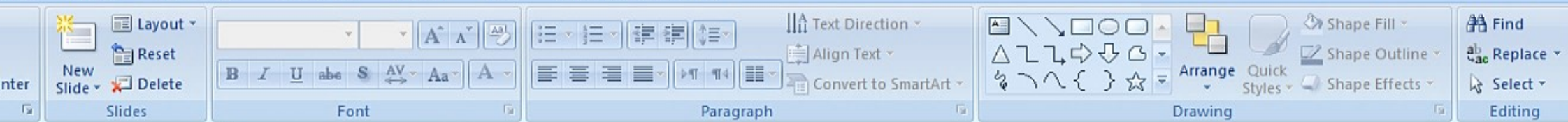


- a ... the light. I'm trying to save electricity!  
 b ... when you've finished cooking please?  
 c ... the kettle for me, please. I'd like to make some tea.  
 d ... throw away these old magazines?  
 e ... turn on the TV?

2 Find the words on the fridge to match the definitions. (Clue: they're all compound nouns.)

- 1 You iron your clothes on it. ironing board
- 2 You use it to change channels on the TV. remote control
- 3 It takes away steam and smells from the kitchen. extractor fan
- 4 It's a machine that helps you to prepare food. food processor
- 5 You use it to turn the light on and off. light switch





- a ... the light. I'm trying to save electricity!
- b ... when you've finished cooking, please?
- c ... the kettle for me, please. I'd like to make some tea.
- d ... throw away these old magazines?
- e ... turn on the TV?

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**3** Match the sentence halves.

- |   |  |
|---|--|
| <b>1</b> Put on ... <b>c</b>  | <b>a</b> ... the light. I'm trying to save electricity!            |
| <b>2</b> Please turn off ... <b>a</b>   | <b>b</b> ... when you've finished cooking, please?                 |
| <b>3</b> There is a programme I want to see.<br>Do you mind if I ... <b>e</b> | <b>c</b> ... the kettle for me, please. I'd like to make some tea. |
| <b>4</b> I'm tidying up. Do you mind if I ... <b>d</b>                        | <b>d</b> ... throw away these old magazines?                       |
| <b>5</b> Would you make sure you clean up ... <b>b</b>                        | <b>e</b> ... turn on the TV?                                       |

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Task cards and navigation pane on the left side of the slide.

**4** Read the sentences and circle the correct option.

- It's really dark in here. Can I put **on** / **off** the light? **on**
- Would you mind if I heated **down** / **up** this soup? **Up**
- Would you mind emptying the dishwasher and putting **away** / **around** the plates. **away**
- Please turn **on** / **off** the extractor fan.  
I can't hear myself speak! **off**
- Would you mind if I turned **up** / **down** the TV?  
It's really useful for me to listen to the news. **Up**
- Leave **up** / **out** the scales. I'm going to make a cake. **out**

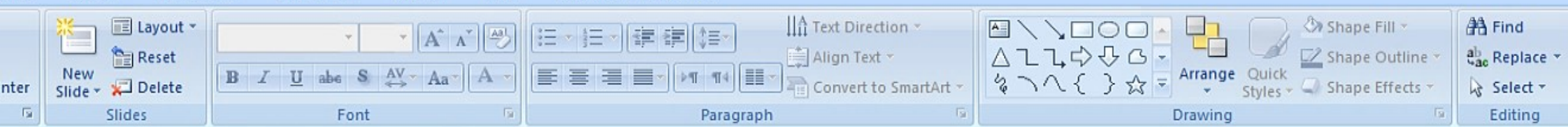
**5** Write six sentences using a different phrasal verb in each.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Language tip**

Some phrasal verbs are interchangeable, depending on the context.  
For example you could say:  
*Switch the light on. or Turn the light on. or Put the light on.*  
You can also say:  
*Switch the light off. or Turn the light off.*  
But you can't say:  
*Put the light off.*  
*Put off* means to delay doing something. That's why it's important to learn phrasal verbs in context.

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## Lessons 3–4 **Doing things right and getting things wrong**

**1** Read these jumbled instructions to use a coffee machine.  
Number them in the correct order.

- a** Add sugar to taste. **6**
- b** Next, decide how much water you need and pour it into the machine. **3**
- c** First, put a coffee filter in the top of the coffee maker ... **1**
- d** Wait for all the water to drain through the filter. **4**
- e** Pour the coffee into a cup. **5**
- f** ... and then decide how much coffee you need and put it in **2**



coffee machine

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**2** Look at the entries in this timetable. Underline the phrasal verbs. Then complete the timetable so that is true for you.

Saturday	Sunday
7 am : <u>Turn off</u> my alarm clock.	7 am : <u>Wake up</u> and get dressed for school.
10 am: <u>Get up</u> and get dressed.	10 am: <u>Sit down</u> in my classroom.
1 pm : <u>Pick up</u> my library books.	1 pm : <u>Stand up</u> and go for lunch.
4 pm : <u>Sit down</u> with my friends for a chat.	4 pm : <u>Put away</u> my school bag.
7 pm : <u>Turn on</u> the TV and relax.	7 pm : <u>Sit down</u> to dinner.
10 pm: <u>Put on</u> my night clothes.	10 pm: <u>Lie down</u> on my bed.

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Language list

Light and getting things

the phrasal verbs. There complete

with these phrasal verbs.

ing someone to go away

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**3** Choose an appropriate word from the box to go with these phrasal verbs.

• your clothes • your mobile phone • late • the bus • the TV

1 wake up **Late**

2 turn on **The tv**

3 put on **Your clothes**

4 get on **The bus**

5 put down **Your mobile phone**

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Use the table below to plan a piece of writing.

Approximately what time did each event happen?

- Yesterday I woke up at 8:00 am
- I didn't catch the bus.
- I was late to school.

Who was there with you? Who?

my little brother was with  
me

What were you doing?

We were playing games and  
staying at home.

What happened?

- I didn't attend classes.
- The principal told me off.



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# Lessons 5-6 In my room

1 Solve the crossword.

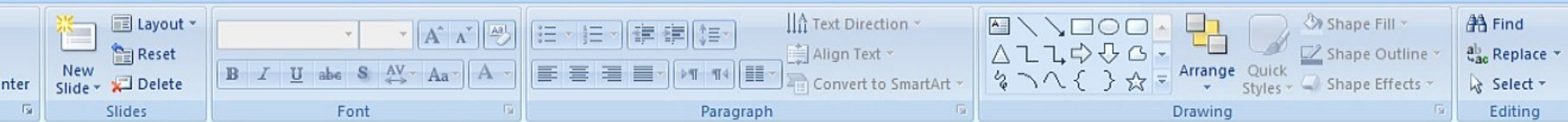
## Across

- 5 You can keep your books on these. (11)
- 7 Area you can stand or sit on outside an upstairs window or door. (7)
- 11 One wall is papered, but the others are \_\_\_\_\_ white. (7)
- 12 A cover for a bed. (9)
- 13 If you win a race, you may get a gold one. (5)

The crossword puzzle grid contains the following words:

- Across:
  - 5. Bookshelves
  - 7. balcony
  - 11. Painted
  - 12. Bedspread
  - 13. Medal
- Down:
  - 1. Trophy
  - 2. Child
  - 3. Collision
  - 4. messy
  - 6. Window
  - 8. Curtains
  - 9. Toy

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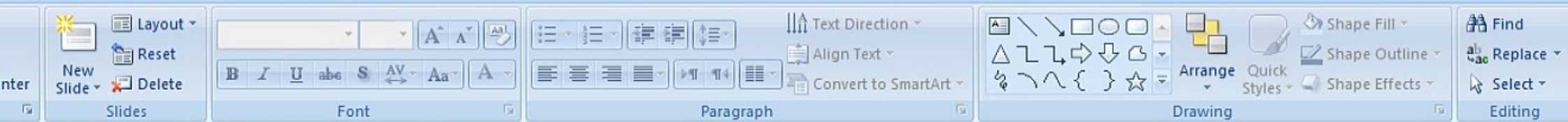


**2** Complete each sentence with a suitable verb in the correct form. Here are some verbs to help you.

• add • be • get • hang • have • hold • keep • put • save • stack • stay • win

- 1 I like bright colours, but I'm not keen on lime green. \_\_\_\_\_
- 2 I'm going to decorate my bedroom and I'm going to **Put** \_\_\_\_\_ lots of pictures up on the walls.
- 3 If my sister **Had** \_\_\_\_\_ her own way, she'd have pink walls and a sky blue ceiling.
- 4 I like posters on my walls because they **Add** \_\_\_\_\_ colour and interest to the room.
- 5 I have to tidy my room when it **Gets** \_\_\_\_\_ really messy.
- 6 I've got a very big wardrobe. It **holds** \_\_\_\_\_ all my clothes.
- 7 My brother has **Won** \_\_\_\_\_ a lot of medals for swimming, including a gold one.
- 8 I try to **Keep** \_\_\_\_\_ my room tidy, but after my little cousins have been in it, it's a real mess.
- 9 That's amazing! Your clothes are all **Hung** \_\_\_\_\_ neatly in your wardrobe.
- 10 I haven't got enough room on my bookshelves, so I **stack** \_\_\_\_\_ my books on the floor.
- 11 My mum threw out my collection of football magazines. But I went to the bin and I managed to **Save** \_\_\_\_\_ them.
- 12 I don't want to change my bedroom. I want it to **Stay** \_\_\_\_\_ as it is.

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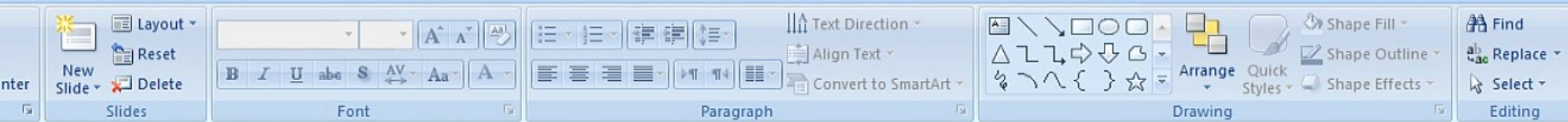
## Lesson 7 Practise and prepare

1 Complete this text using the phrasal verbs in the box.

• leaves out • put ... away • switch on • take off • wash up

Every day, I leave school at 2.30. The first thing I do when I get home is take off<sup>1</sup> my jacket and put it away<sup>2</sup> in the cupboard. Mum usually leaves out<sup>3</sup> some food for me to have before I do my homework. Next I switch on<sup>4</sup> my computer and do my homework. Then we eat dinner and I help mum wash up<sup>5</sup>.

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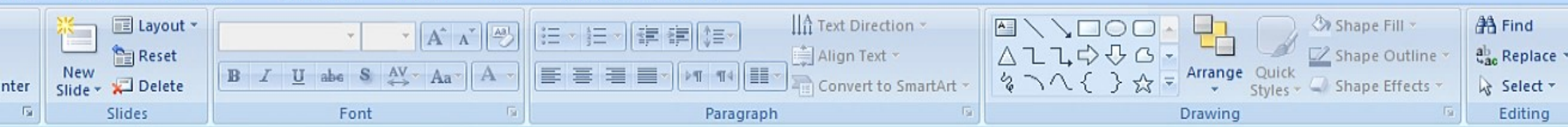


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## 2 Match the words with the definitions.

- |                        |  |
|------------------------|--|
| 1 bedspread <b>b</b>   | <b>a</b> a piece of furniture where you can hang clothes                       |
| 2 balcony <b>e</b>     | <b>b</b> a cover to put on a bed   |
| 3 bunk beds <b>d</b>   | <b>c</b> a piece of furniture where you can keep books and other small objects |
| 4 collection <b>f</b>  | <b>d</b> two beds, one above the other   |
| 5 wardrobe <b>a</b>    | <b>e</b> an area you can stand or sit on outside an upstairs window or door    |
| 6 bookshelves <b>c</b> | <b>f</b> a group of related objects  |

Click to add notes



# Click to add title

### 3 Reorder the words to make sentences.

1 got / has / beds / room / my / bunk

**My room has got bunk beds**

2 blue / are / walls / pale / painted / the

**The walls are painted pale blue**

3 desk / remote / there / control / my / a / is / on

**There is a remote control on my desk**

4 is / phone / green / mobile / my / lime

**My mobile phone is lime green.**

5 bedspread / a / on / bright / there / bed / my /  
is / pink

**There is a bright pink bedspread on  
my bed**

6 machine / the / kitchen / the / is / washing /  
in

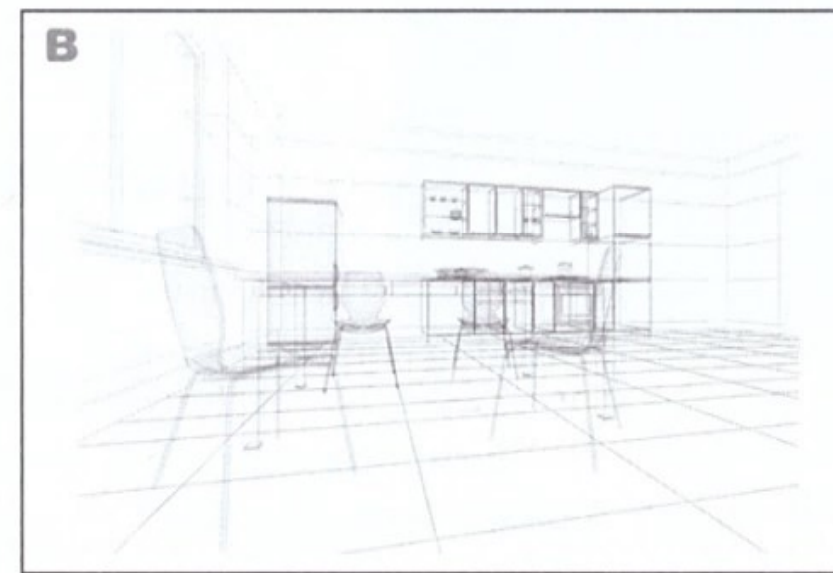
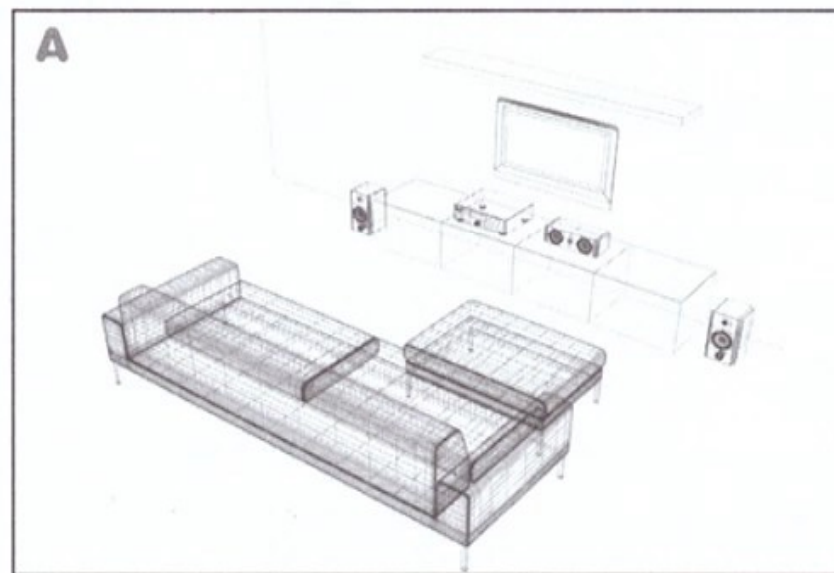
**The washing machine is in the kitchen.**

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# Lesson 8 My ideal room

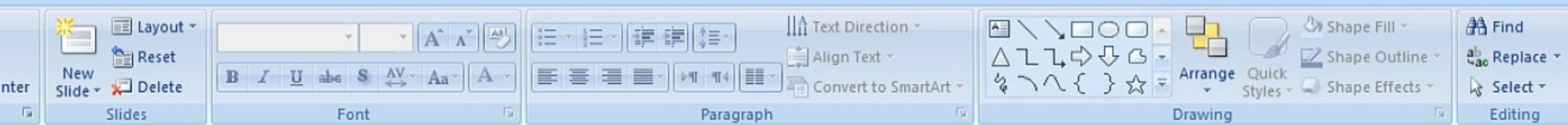
1 Look at the pictures below. What type of rooms do you think these are?  
Give reasons for your answers.



I think Room A is a **living room**, because **kitchen**

I think Room B is a **family room**, because **dining room**

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1 Rob Stewart (15 goals this season) / Ryan Jones (15 goals this season)  
(good at football).

Rob Stewart **is just as good at football as Ryan Jones**

2 Sara (100 metres in 15 seconds) / Rosanna (100 metres in 25 seconds)  
(fast)

Sara **Sara is much faster than Rosanna.**

Reem **Rosanna is nowhere near as fast as Sara**

3 Hamad (1 m 80) / Khalid (1 m 80)  
(tall)

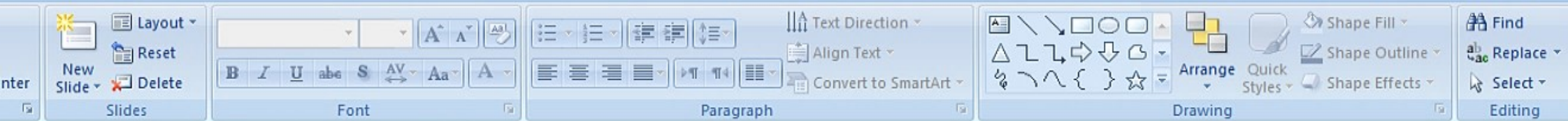
Hamad **Hamad is just as tall as Khalid**

4 the Acme dishwasher (£750) / the Zenith dishwasher (£350)  
(expensive)

The Acme **The Acme dishwasher is much more expensive than the Zenith dishwasher**

The Zenith **The Zenith dishwasher is nowhere near as expensive as the Acme dishwasher**

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# Click to add title

5 the saucepan (500 g) / the frying pan (3 kg)  
(heavy)

The saucepan **The saucepan is nowhere near as heavy as the frying pan**

The frying pan **The frying pan is far heavier than the saucepan**

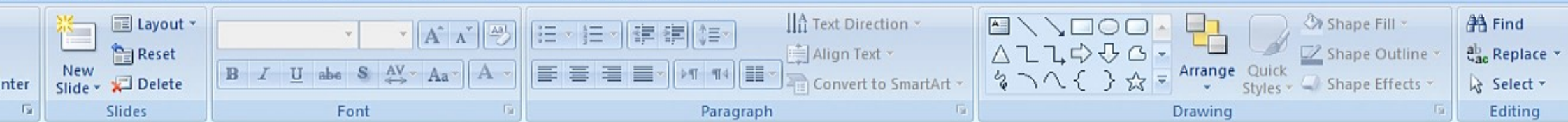
6 a microwave (60 seconds to heat up a bowl of soup) / a fan oven (15 minutes)  
(quick)

A microwave **A microwave is far quicker than a fan oven.**

A fan oven **A fan oven is nowhere near as quick as a microwave.**

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## Lesson 11 Household routines in the past

### 1 Match the two halves.

- |                       |  |
|-----------------------|--|
| 1 chop up <b>b</b>    | <b>a</b> fresh vegetables                |
| 2 pick up <b>e</b>    | <b>b</b> wood for the fire               |
| 3 pick <b>a</b>       | <b>c</b> the washing                     |
| 4 hang out <b>c</b>   | <b>d</b> a fire                          |
| 5 put ... on <b>f</b> | <b>e</b> fresh milk from the corner shop |
| 6 make <b>d</b>       | <b>f</b> the kettle ... the fire         |

### 2 Choose the correct words to complete the sentences.

- In the past, people **used to/didn't use to** have electrical appliances.
- People **used to/didn't use to** boil water over the fire.
- Children **used to/didn't use to** help hang out the washing.
- People **used to/didn't use to** make their own clothes.
- Milk **used to/didn't use to** be bought from the supermarket.
- I think life **used to/didn't use to** be a lot harder in the past than today.

### Language tip

Notice the difference between **pick** and **pick up**:

**pick**: to collect fruit or vegetables  
*He picked all the apples from the tree.*

**pick up**: to collect from a place  
*I picked up the newspaper on my way home. She picked up the children from school.*

**pick up** can also be to lift or gather something: *Pick up your clothes – they're all over the floor!*

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## Lesson 14 Practise and prepare

- 1 Read about the household routines of four people and complete the text using the words in the box.

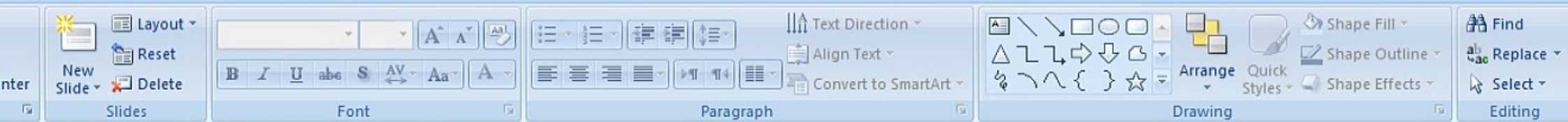
• far less • far more x 2 • nowhere near as • lot less • lot more • just as ... as

I'm expected to do a **lot more**<sup>1</sup> household jobs now that I'm older. My younger brothers and sisters do a **lot less**<sup>2</sup>. It's not fair!

When I get home from school I have to help prepare dinner for my younger sisters. They have got **far more**<sup>3</sup> free time than I have. Then I do the washing up after dinner and put everything away. It's not really fair because I have **far more**<sup>4</sup> homework than they have, and I have **nowhere near as**<sup>5</sup> much time to do it!

Now that I go to college, I have **far less**;<sup>6</sup> work to do around the house. My parents think it's more important that I focus on my studies. Unfortunately, my room is **just as** messy **as**<sup>7</sup> ever!

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**2** Read these statements about weekly routines. Change the adverb so that it gives the opposite meaning. Then add one routine that is true for you.

• sometimes • always • never • often

- 1 I always get my bags ready the night before. **never;** \_\_\_\_\_
- 2 I sometimes help put the rubbish out, but not always. **often** \_\_\_\_\_
- 3 I never tidy my room! **always** \_\_\_\_\_
- 4 I often help with chopping the vegetables. **sometimes** \_\_\_\_\_
- 5 My mum never washes my football kit. **always** \_\_\_\_\_
- 6 **lot more** \_\_\_\_\_

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